

Skills Amendments

Grade 4:

(6)

~~(D) — compare two or more accounts of the same event or topic to identify points of agreement and disagreement and explain why accounts may differ based on the author's perspective, background, or purpose (H, G/Civ, S);~~

Grade 5:

(6)

~~(D) — compare two or more accounts of the same event or topic to identify points of agreement and disagreement and explain why accounts may differ based on the author's perspective, background, or purpose (H, G/Civ, S);~~

Grade 6:

(6)

~~(A) — identify the author of a source, explain the historical context in which it was created, and analyze how the author's purpose point of view may have influenced its content (H, S);~~

~~(B) — evaluate the credibility and reliability of sources by examining their origin, purpose, audience, and context, and potential bias, and corroborate information across sources to draw evidence-based conclusions (H, S);~~

~~(E) — compare and contrast multiple perspectives on a historical event, including the perspectives of groups whose voices are less represented in traditional historical accounts (H, S);~~

Grade 7:

(6)

~~(A) — identify the author of a source, explain the historical context in which it was created, and analyze how the author's purpose point of view may have influenced its content (H, S);~~

~~(B) — evaluate the credibility and reliability of sources by examining their origin, purpose, audience, and context, and potential bias, and corroborate information across sources to draw evidence-based conclusions (H, S);~~

~~(E) — compare and contrast multiple perspectives on a historical event, including the perspectives of groups whose voices are less represented in traditional historical accounts (H, S);~~

Grade 8:

(6)

~~(A) — identify the author of a source, explain the historical context in which it was created, and analyze how the author's purpose point of view may have influenced its content (H, S);~~

~~(B) — evaluate the credibility and reliability of sources by examining their origin, purpose, audience, and context, and potential bias, and corroborate information across sources to draw evidence-based conclusions (H, S);~~

~~(E) — compare and contrast multiple perspectives on a historical event, including the perspectives of groups whose voices are less represented in traditional historical accounts (H, S);~~

Strike entirely:

World History (d) (8) (D)

HS World History

(d) (8) new (E)

Explain early Islam in terms of the Prophet Mohammed's brutal military campaigns against Jewish and Christian tribes, the institutionalization of slavery, the taking of female captives as harem slaves and Mohammed's underage marriage to six-year-old Aisha and compare these practices with the modern Muslims-majority societies Gaza, Iran, and Afghanistan.

US History

(15) Post-War United States.

The student understands the post war United States. The student is expected to:

(K) evaluate the harmful effects of the counterculture movement of the 1960s and 1970s, including changing attitudes toward marriage, changes in rates of divorce. and the difference between the rate of poverty in married households and divorced households.